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AUTHOR Michel, George J.; And Others
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ABSTRACT

This paper summarizes research regarding the changing role of the principal and methods for assessing school-communication skills within a competency-based educational administration program. It examines the leadership-competency areas of the principalship and describes how expanding school-communication skills may enhance the principal's capability for meeting new demands. A comprehensive system for assessing principals' school-communication skills is presented. An assessment scale, exit interview questions and acceptable answers for assessing whether the assessee has knowledge of communications skills of the principal, case scenarios, evaluation forms, and case studies are included. Contains 37 references. (LMI)

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What are the Principal's Skills in School Communications?

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George J. Michel
Debra Allen
Barbara J. Bing
Mary Ella Brown
Willie Chong
Alan Jerome Clark, Sr.
Johnnie Q. Heck
Henry F. Holt
James Green
Nancy Gregory
Shirley P. Martin
Charlotte E. Raiford
Charleen Townsend
Diana Vickers
Walter Vickers

Department of Educational Administration
South Carolina State University
P.O. Box 7515
Orangeburg, South Carolina 29117

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Abstract

This a monograph about the principal and how school communication skills can be assessed within a competency-based educational administration program.

It examines the leadership areas of the principal and suggests how expanding skills in school communications may make the principal more capable to meet new demands of that position.

The purpose of this report is to provide a comprehensive system for developing and assessing the communication skills of potential and practicing school administrators. Fourteen persons were involved in developing this assessment system. They are recognized on the title page of this report and on the individual pages of the scenarios and case studies they contributed. For each section of the assessment, the assessment scale, the exit interview, the scenarios, and the case studies, there are brief instructions for including them in an assessment process.

To some educators, conflict surfaced between school administrators and community over the issue of control over education before the 1960s. Racial and ethnic minorities were struggling to obtain public school opportunities and teachers struggling to gain power over the same schools. (Chubb & Moe, 1990, pp. 6-11) From the 1960s to the 1980s, the conflict waxed and waned with the educators emerging as victorious the majority of the time. However in 1983, the National Commission developed a tidal wave for gaining control over education by calling for massive reforms. (National Commission on Excellence in Education, 1983) The Commission pointed out a large imbalance of American trade in international markets. It concluded, *without documentation*, that the loss of the sales of American products in the world economy was due chiefly to the deficiencies in American education. The Commission report suggested one *not very sound* theory of how to remedy these deficiencies. It was to make the states more responsible for education. The theory predicted that if the schools were made more accountable for the failures that it experienced, then economic growth would result, and the American economy would be restored. (Chubb & Moe, 1990, pp. 6-11).

No one denied that the principal was the key to showing positive results from twelve years of schooling. Further development of the theories supporting changes in education also pointed out that the principal should be the center for the proposed changes in education. Marshall (1992) found, however, that the school administrator was not in a position to do this.

Total Quality Management Ideas for the Principal

The history of the scientific management era in educational administration is helpful to understanding the ambiguous role of the principal. (Nadworny, 1955) Scientific management was the first attempt at what was to evolve into the industrial management of the school. It began to crystalize in 1900s. These early efforts tried to bring a scientific outlook to management in all aspects of business and industry. However, they resulted in all-out conflicts over the scientific control of industry and the line-authority concept in management. The same conflict s that exist for the principal in the school.

Scientific management reached its peak between 1911 and 1914 when a group of industrial engineers tried to develop principles of scientific management. For the next twenty years, advocates of scientific management fought with labor unions about ideas of management's control over the workers. In the 1930s, some experts thought the ideas of scientific management had faded. They believed that scientific management was replaced by a concept of industrial democracy. Industrial democracy incorporated both the ideas of control over the technical side of scientific management and the control of the human concerns of an industrial democracy. (Golden & Ruttenberg, 1942)

In the 1940s, the ideas of scientific management took a turn toward a greater concern for the needs of the worker. (Urwick, 1938) The ideas of scientific management now emphasized the relationship between worker fatigue, morale, and the productivity of the worker. They also appeared in the schools

as a way of responding to charges of fraud and misuse of funds that also surfaced. However, they rapidly faded because the school was not analogous to industries. Concepts from industry were incompatible to school goals of producing viable citizens through education.

Then again, when scientific management concepts emerged after the *Nation At Risk* report, businesspeople claimed the public school failed because it did not use scientific management principles. At this time, William Edwards Deming emerged with the ideas of scientific management enveloped in the concepts of Total Quality Management used in Japan. Deming said that Total Quality Management could be applied in the public school. He asserted that business worked well because it had an open market with free competition. Deming proposed the free market and Total Quality Management for the public school. (Deming, 1986) According to Deming, the major goal of business is to get to the open market first with the best product, and he proposed the same goal for the public schools. Notwithstanding, pursuing this goal in business requires business managers to take high levels of risk. Something Deming claimed that school principal did not do. He found that this failing in the principal was responsible for the failure of the public schools. (Walton, 1986)

William Deming suggested that Total Quality Management techniques applied to the school would make it more successful. To some, Deming's Total Quality Management is more than the open market, competition, and high risk-taking. Deming also wanted a trusting relationship developed between the

manager and the workers. With this trusting relationship, the company is able to build the high quality products that the customers want. However, the school needed more time to develop a trusting relationship between the principal, teachers, students, and the community. Glasser defines Deming's Total Quality Management for the schools as the means to develop trust in the *school team.* Among the school team members are school principal, the teacher, and the student. (Glasser, 1992) Deming's method for integrating the management team and developing basic trust is explained by the acronym, PDCA. That is Plan, Do, Check, and Act. The first step is planning in large and small ways. Then, doing what was planned. Finally, checking and measuring the efforts, and lastly reporting the findings. (Schmoker, 1992) The Deming method was used for a new school in the privately-funded New American Schools project. (Sherry, 1992) In the evolution of management theory, both Marshall (1992) and Deming (1986) discussed the ways of managing a school with a team. In school, the management team includes the principal, and the school management reform is one way of raising the professionalism of that role.

Questions of Principal's Skills in Team Management

Team management is an important topic in school management reform for the 21st century. However, the school principal now faces the possibility of being responsible for the education of students in two different ways. The first way is that the principal must apply the concepts of scientific management to the school. The second way is the principal must be simultaneously concerned

with relating to teachers, staff, parents, and students in positive ways. However, the major focus of these scientific management/industrial democracy goals in the school is increasing student achievement and increasing contentment with the school. The principal cannot ignore this goal.

Most educators think the principal should held to these standards. However, few know what and how the principal can be assessed for meeting those standards. The history of the position of principal has been a speckled one. The principal is given a multitude of duties that do not directly relate to the goals of trust and student achievement. There also are wide variations in the duties of the principal. Nevertheless, when the principal's role is examined as part of a team, the following role dimensions emerge:

The Principal's Management Skills

The importance of the principal's role in management reform grows from a traditional assumption about school management. One traditional assumption is that the principal manages the school. This assumption should involve the basic phases management of the school including planning, organizing, motivating, and controlling the activities and selecting the personnel of the school.

The goals of the school are educating, socializing, training in the vocations, and preparing for higher education. And, according to the management assumption, the principal should be directing the school to achieve these goals in each of these areas (Barnard, 1933). The principal's major tasks are integrating various components, teaching processes, and student behaviors to

achieve the broader, social and vocational goals. In management reform, the principal is still the key figure leading the teachers in the school to achieve them (Levin, 1948).

Leadership and the Principal

Most of the work on the leadership abilities of the principal comes from early studies of naval leadership from Ohio State University. The aim of these Ohio State studies was to develop a multi-disciplinary theory that would integrate man, situation, and values in such a way to show how to develop leadership in the Navy (Shartle, 1961, p. 310). These concepts applied to the principal's leadership translated to what he/she does to help make all the people in the school work toward the same objectives.

On this basis, leadership must begin with the descriptive studies of the principal's behavior. His/her behavior can be studied in two broad dimensions: (1) the consideration dimension, involving the principal's interaction and trust with teachers, staff, parents, citizens, and students in the school, and (2) the initiating-structure dimension involving how the principal suggests and structures tasks of the school to permit teachers and students to achieve the goals.

However, leadership for the principal has many problems. The first of these problems is that each principal has varying set of aptitudes and experiences. Second, the principal's own perceptions about the work done is usually quite inaccurate. (Shartle, 1961, 119-133).

Before progress in the principal's leadership can be achieved, it is

necessary to develop a better way of explaining how the principal's personal strengths and weaknesses relate to the groups in the school (Flanagan, 1954, pp.327-358). Soon after the Ohio leadership studies had begun, experts recognized that the principal's primary tool was leadership. Researchers saw the principal's leadership, not as an isolated phenomenon, but existing in a school context filled with competing demands (Argyris, 1957). Therefore, the principal's leadership, the organizational context, and competing demands on the school had to be considered as parts of the principal's complex job.

The Principal's Organizational Skills

Clearly, leadership is related to principal's responsibilities for the organization of the school. To understand this, the various other components of the school must reveal how the school developed.

For many years, educators ignored the concept of the school as an organization. Very few educators recognized the importance of how the school was organized. Gradually, significant ideas emerged. The sociological concepts of structure and function are probably the most important of all ideas about school organization. When examined with the concepts of *structure and function*, the school shows how its activities are related. Very simply, the idea of *structure and function* show the arrangements in personnel, conditions, and goals of the school (Davis, 1959). When these arrangements are not logical, then the principal must know how to make these activities better (Namboordiri, 1966).

Another organizational construct relevant to the principal's organizational

skills is the idea that the school is a social organization. A school organization is a social institution from which certain things are expected. As a social institution, the school has several purposes related to these expectations. Society, represented by the community, is a powerful enforcer of these expectations. The community can create anxiety among the administrators, teachers, parents, and students when these purposes and expectations are not being met.

The principal in the school organization seeks to keep a workable, tolerable level of anxiety (Presthus, June, 1958). When functioning properly, the school itself tries to keep anxiety at a workable level. It does so by becoming rational, breaking large tasks into smaller tasks, establishing teaching specialties, and retaining experienced teachers. Eventually, however, this work-task division of labor becomes so cumbersome that it provokes more anxiety instead of alleviating it (Etzioni, 1961).

If the principal is to be an organizational leader , he/she should be for helping to alleviate the anxiety created in this work-task division of labor. He/she should be striving to make the school unit operate rationally, and should be maintaining social integration and a normal atmosphere to keep anxiety low. There are other elements of the principal's organizational skills, but they will be treated separately.

The Principal and Group Process

In the 1930s, educators uncritically accepted the idea that the teacher-centered school was a logical way to organize a school. However, the

concept of the teacher-centered school and its effects on students was not fully understood. The teacher-centered school ignored the influences of group processes involving teachers and students in educational decisions and affecting the group climate of the school. This knowledge about group processes in the school made the teacher-centered school less useful as an organizational structure.

Group-process techniques diffuse the elements of rigid control that had been the basic tool of the of the teacher-centered school before 1930. The group process orientation of the school in the 21st century will erase the last remnants of the teacher-centered school, and replace it with a student-centered school. It will create a new hero of the principal as the leader of a teacher team (Reich, 1987). Mutual adaptation will take place between the principal and the teachers. Through these formal and informal adaptations, the social environment of the school will become a more healthy and productive climate for learning. The emphasis on group process has created a theoretical model of the school with site-based management. Site-based management, when properly executed, will encourage locally-based ownership and more thriving school decision-making (Ackoff, 1974).

These assumptions about site-based management caused increasing anxiety for the principal because he/she found it difficult to achieve the goals of school ownership among the teaching staff (Sharma, 1955). Some teachers, it seems, want ownership of the school, while others do not. Teachers' satisfaction

with school ownership is explained by the balance between how much ownership there is and how much is wanted. A teacher who did not want to have a part in school ownership may be a perfectly satisfied (Ostrander, 1992-1993).

Concentration on the group process skills of the principal leads the principal in another direction. He/she becomes more introspective and examines the relationships among him/herself and the teachers in the school. However, not every principal uses group process techniques successfully. Some principals lack of stability to make group processes effective. Then, not all teachers are receptive to the group processes, and this can be disruptive to group efforts. Another barrier is the principal's personal disposition to group processes. To make group processes successful, the principal has to be both flexible and steady, and not characterized by ups and downs (Hunt, Gagliardi, & Pearson, 1992).

The principal's personality and the teachers' receptiveness are important to effective group processes, but the types of group activities engaged in are also significant. One way to measure the principal's success in this area is to examine the three stages in the development of group process activities: (1) initiating attempts to use group process, (2) using group process in improving the social climate of the school, (3) using group process to generate new solutions to problems. (Hemphill et al., 1961). The main difficulty in establishing the principal's success with group processes is his/her inability to accept the new role as a part of the administrative team. (Michel, et al., 1993)

The outcomes of group processes in the school should always be solutions to mutual problems. For example, if teachers appear to have solved a problem by group-process, yet remain irritable and aggressive, they *are dissatisfied* with the solution. The principal is judged to be unsuccessful. He/she will be effective only when the teachers view the solution as satisfactory and they remain friendly. The presence of quality solutions to problems and high morale among the teachers are the positive outcomes of group process.

The Principal and Interpersonal Relations

Strongly related to group process, but also separate from it, is the principal's ability for personally relating to faculty and students. It is a fact of educational organizations that feelings of understanding between the principal and the teachers helps the school to reach its objectives (Likert, 1961, pp. 291-297). The principal functions to maximize interactions with teachers and students, while recognizing their differing social backgrounds and expectations. The principal also functions to make the school supportive and contributing to teachers' and students' sense of personal worth. Through interpersonal relations, he/she is able to create a good working team in the school. Broadly, this team works within the school to meet the school's demands, to achieve its objectives, and to adapt to the community.

Interpersonal relations offers one means at the principal's disposal to make both teachers and students become aware of the problems of the school. The more awareness that students and teachers have of the school's problems, the

greater the probability of solving them. Also, greater satisfaction will be experienced by the teachers and students as they attempt to solve the problems. The principal always functions in an environment of interpersonal relations and personal satisfactions. His/her efficacy in interpersonal relations can be assessed, in part, by whether the school's objectives are achieved.

The Principal in School and Community Relations

Over the past four decades, the principal has been pressured to secure maximum participation by the community in the making decisions. In industry, participation is related to productivity and lowered resistance to change (Coch and French, 1948).

When teachers participate in school decisions, they showed a strong interest in wanting to participate in decisions about the curriculum (Bridges, 1964). With increasing demands to participate coming from teachers and from students, the principal faces the need to achieve some level of involvement in the school. The skills of the principal in encouraging participation and involvement of teachers, parents, and community must be well-developed. A highly-skilled principal strives for a balanced involvement among teachers and community that contributes to a productive school environment.

Emerging Role of the Principal in Educational Reform

A new set of skills for the principal is certain for educational reform in the 21st Century. In Chicago, team management and shared decision making was often the product of a visionary superintendent or principal. However, the

debate, the research, and the legal challenges continue in defining the effectiveness of school restructuring. School vision is the new watchword for the school reform movement (Fitch, 1991).

School restructuring is attracting wide attention from reformers, state legislatures, and the federal government. Many state legislatures have sought to implement these reforms in what they call *restructured schools*. Few of them, however, focus specific attention on the principal's skills. There is much to be done to strengthen or delineate the principal's skills. (Michel, 1994) In the 21st century, state legislatures will be intent on showing that reform brings educational results and these are related to expenditures for education and economic productivity. Changes in the conceptual design of the principal's skills, in particular, are sorely needed. Specifically, a better understanding of the principal in new and emerging school structures would be useful. The principal can develop and hone his/her skills into effective leadership for improving education in the restructured schools. School leadership models also can induce and design appropriate evaluation procedures for the principal.

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School Communication Assessment Scale

Name of Assessee _____

Student No. _____

The following scale has been developed as an assessment of principal's communications with parents. You are asked your opinion about whether you agree or disagree with this particular way that the principal communicates with the parents and community members. Please respond to the scale items by putting a circle around the response that most closely represents your opinion of how the principal should communicate with the school and community.

One example is with the following item:

1. The administrator should develop courses for parents from this school.

Strongly Agree (Agree) Undecided Disagree Strongly Disagree

The assessee who responded to this question did not know of any courses offered to parents the schools. In fact, there are no courses offered for parents. The response that the assessee made was that he/she agreed that the principal should do this and a circle was placed around Agree.

Please circle the number of the response that closely represents how you feel currently about the methods administrators use to communicate parents/citizens in the school/community.

1. The administrator should not promote student debating teams for learning and communication with parents.

Strongly Agree Agree Undecided Disagree Strongly Disagree

2. The administrator should develop parent/teacher partnerships in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

3. The administrator should discourage school dinners for friends/volunteers of the school to recognize supporters.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. The administrator should not have activities to raise money to gather community support for the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. The administrator should not have graduation and commencement activities to recognize students and parents in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

6. The administrator should not initiate school activities to gain support from the community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

7. The administrator should encourage summer school activities for students..

Strongly Agree Agree Undecided Disagree Strongly Disagree

8. The administrator should not develop publications (yearbooks, newsletters etc.) in the school and community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

9. The administrator should discourage school contacts with parents in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

10. The administrator should discourage the use of school buildings for citizen meetings.

Strongly Agree Agree Undecided Disagree Strongly Disagree

11. The administrator should encourage home visits by teachers/social workers in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

12. The administrator should discourage teachers to telephone parents periodically to inform them about student progress.

Strongly Agree Agree Undecided Disagree Strongly Disagree

4. The administrator should not have activities to raise money to gather community support for the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

5. The administrator should not have graduation and commencement activities to recognize students and parents in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

6. The administrator should not initiate school activities to gain support from the community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

7. The administrator should encourage summer-school activities for students..

Strongly Agree Agree Undecided Disagree Strongly Disagree

8. The administrator should not develop publications (yearbooks, newsletters etc.) in the school and community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

9. The administrator should discourage school contacts with parents in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

10. The administrator should discourage the use of school buildings for citizen meetings.

Strongly Agree Agree Undecided Disagree Strongly Disagree

11. The administrator should encourage home visits by teachers/social workers in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

12. The administrator should discourage teachers to telephone parents periodically to inform them about student progress.

Strongly Agree Agree Undecided Disagree Strongly Disagree

13. The administrator should organize parent participation in classroom activities in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

14. The administrator should not develop a Parent/School Advisory Committee.

Strongly Agree Agree Undecided Disagree Strongly Disagree

15. The administrator should encourage teachers to send notes to parents frequently.

Strongly Agree Agree Undecided Disagree Strongly Disagree

16. The administrator should discourage school projects to keep the community neat and clean.

Strongly Agree Agree Undecided Disagree Strongly Disagree

17. The administrator should develop school surveys of parents to obtain information about the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

18. The administrator should not share information about the school's academic programs in the community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

19. The administrator should develop school/business partnerships in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

20. The administrator should not have after-school activities for students.

Strongly Agree Agree Undecided Disagree Strongly Disagree

21. The administrator should send school newsletters to non-parents in the school community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

22. The administrator should not develop a student suggestion box to improve the school .

Strongly Agree Agree Undecided Disagree Strongly Disagree

23. The administrator should encourage parents to visit the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

24. The administrator should discourage the use of surveys of student opinions about the issues in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

25. The administrator should have many school contacts with community groups in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

26. The administrator should discourage meetings with citizens in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

27. The administrator should share information about the school over the telephone after regular school hours.

Strongly Agree Agree Undecided Disagree Strongly Disagree

28. The administrator should discourage school plays and musicals for the school community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

29. The administrator should organize school tutoring programs for the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

30. The administrator should not allow parent participation in special school events in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

31. The administrator should recognize and reward students for their achievements in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

32. The administrator should not make the community aware of school activities in school district newsletters.

Strongly Agree Agree Undecided Disagree Strongly Disagree

33. The administrator should permit parent conferences with teachers in the evening.

Strongly Agree Agree Undecided Disagree Strongly Disagree

34. The administrator should not have school-sponsored activities for the school alumni.

Strongly Agree Agree Undecided Disagree Strongly Disagree

35. The administrator should discourage teachers from inviting parents to visit the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

36. The administrator should not have student advisory committees in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

37. The administrator should help to develop parent participation in school meetings.

Strongly Agree Agree Undecided Disagree Strongly Disagree

38. The administrator should not have a special newsletter for school employees in the school and community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

39. The administrator should encourage parent involvement in curriculum planning in the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

40. The administrator should not allow the school to participate in local parades and other community events.

Strongly Agree Agree Undecided Disagree Strongly Disagree

41. The administrator should not survey of parent resources for the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

42. The administrator should encourage positive word-of- mouth information to be circulated about the school.

Strongly Agree Agree Undecided Disagree Strongly Disagree

43. The administrator should not send information about the school to parents.

Strongly Agree Agree Undecided Disagree Strongly Disagree

44. The administrator should be sure that the school offers activities for American Education Week.

Strongly Agree Agree Undecided Disagree Strongly Disagree

45. The administrator should be sure that local school newsletters do not give a clear picture of the linkage between the school and the community.

Strongly Agree Agree Undecided Disagree Strongly Disagree

South Carolina State University
Department of Educational Administration

This is an exit interview with Interview Questions for Communications Competencies and the acceptable answers for assessing whether the assessee has knowledge of communications skills of the principal.

I. What types of school communications does the administrator engage in?

1. The administrator has awards and other activities to recognize students.

2. The administrator has several student publications (yearbooks, newsletters etc.) for the students and parents in the school.

3. The administrator has many ways of maintaining contacts with parents and citizens.

4. The administrator requests that teachers/social workers make home visits to students.

5. The administrator requests that teachers telephone parents periodically to inform them about student progress and school activities.

6. The administrator requests that teachers frequently send notes to parents.

7. The administrator sends information about academic programs in the school to the community.

8. The administrator has a student suggestion box to get ideas from students about the school.

9. The administrator surveys the student to get their opinions about many school issues.

II. Does the administrator meet expectations of the community in school communications?

1. The administrator offers summer school activities for student in the school.

2. The administrator requests parent participation in classroom activities in this school.

3. The administrator encourages the development of school projects to keep the

community neat and clean.

4. The administrator sends school surveys to parents to obtain information about instruction.

5. The administrator organizes after-school for the students and the parents of the school.

6. The administrator offers school plays and musicals for the development of community interests.

7. The administrator offers school tutoring programs to encourage community involvement in the school.

8. The administrator encourages parent participation in special school events at the school.

9. The administrator makes the community aware of school activities in several ways.

III. What special things does the administrator do to communicate with interest groups in the school?

1. The administrator makes the school buildings available for citizen meetings.

2. The administrator encourages parents to visit the school.

3. The administrator gets information about the school by telephone to interested persons after regular school hours.

4. The administrator encourages the students to participate in local community events.

5. The administrator is aware of the power of word-of-mouth information about the school.

IV. Does the administrator use any community resources? What are they?

1. The administrator has school dinners for friends/volunteers of the schools.

2. The administrator organizes activities to raise money show community support for this school.

3. The administrator initiates activities to gain support from school/community.

4. The administrator has several school/business partnerships in the school.

5. The administrator encourages citizens to meet in the school.

6. The administrator surveys of parent resources to improve the school.

V. How does the administrator define public relations?

1. The administrator has a philosophy of public relations. school.

2. The administrator keeps the community informed about the schools.

3. The administrator presents positive information about the school.

4. The administrator commits funds to the public relations for the school.

5. The administrator seriously considers the public's concern about the schools.

6. The administrator encourages maximum involvement in school activities.

VI. How does the administrator deal with parents?

1. The administrator has parents involved in parent/teacher partnerships.

2. The administrator has a parent/school advisory committee functions effectively.

3. The administrator requests that teachers invite parents to visit this school.

4. The administrator encourages the teachers to hold parent conferences with the parents in the evening.

5. The administrator encourages parent participation in several school meetings.

6. The administrator encourages parent involvement in curriculum of the school.

7. The school sends information to parents frequently.

Scenario Assessment Process
South Carolina State University
Department of Educational Administration

The scenarios included in this section are based on competencies in school communications and problems in elementary and secondary schools. All the scenarios have a common core of using communications skills to solve the problems. The eight competencies were identified based on the work of Stoops and Rafferty and Culbertson, Henson, and Morrison in the reference list of the paper on the competencies of the principal. Each scenario identifies one competency and provides five possible communications solutions. Scenarios are to be selected by the assessors and presented to the assessee in fifteen minute intervals. The assessee writes the solution to the scenario, and the assessors evaluate the assessee's communications skills. Scenarios were also written to be used in fact-finding where in an interview setting, the assessee asks for information about the setting and background.

School Communications Competencies

The administrator's eight key responsibilities in school communications are:

Competency : The administrator develops school communications to accomplish instructional goals of the school.

Competency: The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

Competency: The administrator provides an adequate system for reporting students' performance to parents, prospective employers, higher education institutions and others.

Competency: The administrator communicates the feelings and needs of the school constituencies to the professional staff at the school and district levels.

Competency: The administrator uses the resources of the community to enrich the school program.

Competency: The administrator learns about the school community through planned study.

Competency: The administrator encourages the community to recognize and support school needs.

Competency: The administrator organizes faculty and citizens of the community for cooperative problem-solving.

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:Tarnished Reputation

Debra Allen

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

Mrs. Morgan began working at Eastside Elementary School three years ago when the school opened for the first time. As a first year teacher in a new school Mrs. Morgan experienced significant classroom management problems. Parents of the students in Mrs. Morgan class became disgruntled and they criticized her in the community. In that first year, she was labeled by parents as the worst teacher at the grade level.

Two years later, after many staff development courses and administrative feedback, Mrs. Morgan's classroom management problems have been diminished to almost none. Formal and informal observation have shown Mrs. Morgan to be an effective teacher. However, her reputation from her first year as a teacher still haunted her.

The parents of one of Mrs. Morgan's students showed up unannounced shortly before dismissal in the principal's office. They requested a conference about Mrs. Morgan's teaching. Their concerns were that there was no homework in the class. They said that their child was not being academically challenged. They said further that their child was threatened by other students in the class. And, they said that Mrs. Morgan did not communicate with the parents about their children. What types of school communications does the administrator engage in?

The parents said they were concerned about perceptions of this teacher in the neighborhood. They also were told that the classroom was not managed properly and certain students were regularly disrespectful to her. They requested that their son should be transferred from his present classroom.

The classes in the Eastside Elementary are racially balanced. Transfers of any students would disrupt the racial balance in the school and the school would be out of compliance. balanced according to court order. What one single action should the principal take about the parents' complaints and requests?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of Tarnished Reputation Scenario

School Communications Competency: The administrator communicates the feelings and needs of the school constituencies to the professional staff at the school and district levels.

_____ 1. The principal should emphasize that parents are welcome to do one drop-in visit to Mrs Morgan's classroom. Then, to have a conference with the principal and the teacher. (5)

_____ 2. The principal should invite the parents to have a conference with the teacher and the student to discuss their concerns. (4)

_____ 3. The principal should talk to the teacher about each of the parents' concerns. (3)

_____ 4. The principal should talk to the teachers in the school about the parents in Mrs. Morgan's classroom in a staff meeting. (2)

_____ 5. The principal should discuss the rumors and complaints about Mrs. Morgan's classroom at the parent organization meeting of the Eastside Elementary School. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:The Expulsion

Barbara J. Bing

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

During lunch on Wednesday, a teacher was performing her last round to check the school grounds for lingering students. As the teacher walked near the cafeteria, he/she saw a broken beer bottle in a pool of beer. The scent of beer permeated the air, and a few feet away, three students were huddled together. The teacher saw a cup and asked if the three students had been drinking. The students gave the cup to the teacher and admitted that they were drinking. They were escorted to the Assistant Principal's office.

The school district regulation covering consuming alcoholic beverages on campus is as follows:

Students found with containers of alcoholic substances or consuming alcoholic beverages will be temporarily suspended from school pending an informal hearing before the school district area superintendent.

What should the Assistant Principal do in this situation?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of The Expulsion Scenario

Competency: The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

If the respondent chooses more that one solution for this scenario, full credit of 5 points should be given if the first option is among the choices. If it is not, then credit should be given only for the option with the highest point value.

_____ 1. The Assistant Principal should discuss the incident with the students, inform them of the school regulation about alcoholic beverages, and the steps to be taken for the informal hearing. The parents of the students should be contacted, informed about the incident, and informed about the regulations on alcoholic beverages. (5)

_____ 2. The Assistant Principal should discuss the incident with the students, inform them of the school regulations on alcoholic beverages, and explain the steps for the informal hearing. (4)

_____ 3. The Assistant Principal should call the students to the office to discuss the incident, tell them about the school rules, and indicate that if they bring alcoholic beverages to school or drink at school, they will be suspended from school pending a hearing on expulsion. (3)

_____ 4. The Assistant Principal should discuss the incident with the teacher and ignore the participation of the students in drinking on campus. (2)

_____ 5. The Assistant Principal should talk to the students to get information about the situation. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:The Razor-Edged Knife

Mary Ella Brown

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

A fourth grade student revealed to a fifth grade that he had a razor-edged knife on the school bus. The fourth grade student showed the knife to several other students on the bus. However, only one other student was holding the knife when the bus driver heard a commotion to the back of the bus. When the driver went to investigate, she found a slit on the leather seat cover. She found the knife and decided to take it to one of the parents without reporting the incident to the bus supervisor.

Two students rushed to the principal's office the next morning to report the knife incident. With the students' report, the bus driver later reported the incident to the bus supervisor. The principal called the two boys who had possession of the knife to the office. The principal told the boys about the school policy about weapons on the school campus. The school policy in the student handbook was:

A student found with a weapon will be summarily expelled from school.

What actions should the principal take?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of The Razor-Edged Knife Scenario

Competency: The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

If the respondent chooses more that one solution for this scenario, full credit of 5 points should be given if the first option is among the choices. If it is not, then credit should be given only for the option with the highest point value.

_____ 1. The Principal should report the incident and the facts to the proper authorities including the superintendent and the assistant superintendent. The principal calls the parents and informs them of the expulsion and explains the informal hearing and the appeal process. (5)

_____ 2. The Principal should call the parents and inform them of the expulsion and explains the informal hearing and the appeal process. (4)

_____ 3. The Principal should investigate the incident with the bus driver and notify the driver's supervisor. (3)

_____ 4. The Principal should interview the students about the incident and inform them of the expulsion and their rights and processes. (2)

_____ 5. The Principal should call the proper authorities and do nothing. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:Two Students Late for Class

Willie Chong

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

Two students arrive for class three minutes after the tardy bell rang. When asked by the teacher why they were late, the students replied, "We were getting books from out lockers for class!" While talking to the students, the teacher detects a strong odor of what seems to be marijuana coming from the students. The teacher also recalls that this is not the first time that these two students have been tardy for class. The teacher leaves the classroom and heads for the principal's office. The teacher reports the tardy incident and asks the principal about the appropriate action to be taken. There are rules and regulations against tardiness and use of illegal substances in the high school. There is also a law enforcement liaison officer assigned to the school. The principal calls the liaison officer to the office.

The following school rules are abstracts from the student handbook:

Five minutes late to class is considered an illegal absence. Four reports of lateness in any six-week period requires that the student be referred to In-School Suspension.

Possession or use of any controlled substances on public school properties is a felony in the civil code.

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of Two Students Late for Class Scenario

School Communications Competency: The administrator develops school communications to accomplish instructional goals of the school.

_____ 1. The principal should obtain all the available information about these students from the teacher and send the teacher back to class with a reminder that leaving students unattended is a violation of supervision responsibilities. The principal should discuss the incident with the liaison officer and determine whether there is enough information to justify a search of the students and their lockers. The principal then calls the students to the office for an interview with the liaison officer, and notifies the parents about the violations by their students. (5)

_____ 2. The principal should send the teacher back to class with a reminder not to leave class unattended. The principal calls the students to the office, informs them of the infractions, and the liaison officer conducts a legal search of the students' persons. The principal notifies the high school counselor to contact the parents.(4)

_____ 3. The principal should request that the teacher send the students to the office immediately, inform the students about the violations and the consequences, and do a legal search of the students' persons.(3)

_____ 4. The principal should send the teacher back to the classroom, send for the students, and interview the students with the liaison officer.(2)

_____ 5. The principal should send for the teacher and the students, talk with the students, and send them to their next class.(1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario: Young, Gifted, and Rejected

Alan Jerome Clark Jr.

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

The principal of a high school in a community where teenagers are viewed as troublesome spoke to several students. The students, ranging in abilities from low achieving to high achieving, told the principal that they had all applied for part-time jobs in the community where "Help Wanted" signs were posted in the windows. All were rejected. Because of these rejections, the students displayed a lack of interest and lack of motivation for continuing in school.

The principal attended a workshop where a presentation on work-study programs where school credits are earned for working in a community business. To help the students, what should the principal do?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of Young, Gifted, and Rejected Scenario

Competency: The administrator uses the resources of the community to enrich the school program.

_____ 1. The principal should share the needs of the potential employers in the community with the faculty. (5)

_____ 2. The principal should write to various business partners in education asking them to project their employment needs for student workers. (4)

_____ 3. The principal should develop an opinion survey of the perceived shortcomings of the school programs to prepare student workers for the businesses in the community. (3)

_____ 4. The principal should tell the students that they should not worry about finding jobs now. They can search later for jobs. (2)

_____ 5. The principal should not be concerned about the students' employment problems because it is not a school problem. It is a community problem. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:Alternate School Assignment

James Green

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

The Oakview School District recently opened an alternative educational placement for students with academic, attendance, age, and chronic disciplinary problems. Several students from Robertson High School who were qualified for the alternative school placement are referred by administrators from the high school. Even though Robertson High School remains the home school for these students, the students' parents are upset and protest the placements. Several groups within the community join the parents in their protest. The parents contend that education received in the alternate placement discriminates against these students by offering a lesser education than their home high school.

What should administrators do in this instance?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of Scenario:Alternate School Assignment Scenario

School Communications Competency: The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

If the respondent chooses more that one solution for this scenario, full credit of 5 points should be given if the first option is among the choices. If it is not, then credit should be given only for the option with the highest point value.

_____ 1. The administrators should organize community meetings to explain the purpose and benefits of alternative placement. (5)

_____ 2. The administrators should produce and distribute an informational newsletter explaining the policies and procedures for referring students to alternative placement. (4)

_____ 3. The administrators should organize a tour of the facilities for alternative placement. (3)

_____ 4. The administrators should have individual meetings with each complaining parent. (2)

_____ 5. The administrators should have teachers at the home high school explain the alternative placement to students and parents. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:Students at Risk

Nancy Gregory

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

The high school has an enrollment of 2,000 students and is located in a suburban community. Currently, the school is organized in a traditional pattern that is age-graded for three years of high school and individual subject areas that are ability grouped. Staffing and class size meet the state standards

Your school has been cited for having an excessive number of at-risk students who drop out of school at the end of the school year at their sixteenth birthday. The State Department of Education has requested that the School District provide an intervention plan to reduce the number of dropouts from the local schools. You presented a school-within-a-school plan to the school board that included housing a program for at-risk students, the students, and the staff in a self-contained unit. You received the memo from the superintendent included in this scenario. The school district responded to the state request with the plan that includes a school-within-a-school concept housing the at-risk students in a wing of one of the high schools. The faculty of the school voted 90-10 per cent against the implementation of the district plan. Inspite of the faculty vote, the superintendent sent the following memo to you asking that you implement the school-within-a-school plan:

What plan should be presented to the superintendent?

MEMORANDUM

TO: The Principal

FROM: The Superintendent

I was especially pleased with the board presentation you made to explain the school-within-a-school concept. The information you presented reflected the hard work you and your staff have done this past year collecting research and visiting various sites where school-within-a-school has been successful. The research you presented and the literature on school-within-a-school gave convincing evidence that the concept is the best method to address the problems of at-risk students in the school district. The staff development you provided for your staff prepared your faculty to deal with the many challenges the at-risk students and a new curriculum will present.

In support of your proposal, I want you to establish a plan for informing students and parents about the school-within-a-school plan for your high school. As you well know, for this to be successful, there must be a well executed plan for community communications. Please present your plan to me by the end of the month.

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of Students at Risk Scenario

School Communications Competency: The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

If the respondent chooses more that one solution for this scenario, full credit of 5 points should be given if the first option is among the choices. If it is not, then credit should be given only for the option with the highest point value.

_____ 1. The plan should include a public forum to explain and debate the school-within-a-school concept. The forum should invite all constituencies to attend,the students, parents, staff, and administrators. Parents will be telephoned with information about the concept. Students, business groups, and community groups will be invited to speak. An exit survey would be administered to assess the opinions of those who attend the forum. (5)

_____ 2. The plan should include a survey to obtain information about attitudes toward the school-within-a-school concept. Presentations will be held at several PTA meetings in the school district to distribute information about the concept to parents. Teachers will make home visits to parents in both areas to explain the school-within-a-school concept and get information about parents' concern. (4)

_____ 3. The plan should include holding a series of student group conferences to pass out information on the school-within-a-school concept. The student debate club should plan a debate for the student body on the pro's and con's of the school-within-a-school concept. (3)

_____ 4. The plan should include a meeting to inform the students about the school-within-a-school concept with printed information about the concept. (2)

_____ 5. The plan should include appearances by the school principal on local talk shows and local television to inform the community about the school-within-a-school. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:The Eyesore

Johnnie Q. Heck

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

The school is located in a low income area. There are many elderly people and minorities who live in the neighborhood. The principal is concerned about the amount of trash around the school that seems to come from people in the community and from careless dumping of household trash in the school dumpsters. Not only is your campus filled with litter but the neighborhood is excessively untidy and strewn with litter.

What will the principal do?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of <u>The Eyesore</u> Scenario

Competency: The administrator organizes faculty and citizens of the community for cooperative problem-solving of school problems.

If the respondent chooses more that one solution for this scenario, full credit of 5 points should be given if the first option is among the choices. If it is not, then credit should be given only for the option with the highest point value.

_____ 1. The principal presents the problem to the local school council, and the council organizes a community cleanup campaign that includes printed announcements, signs, television, radio, and community groups. (5)

_____ 2. The principal presents the problem to the teachers and organizes a community cleanup campaign among the students in the school. (4)

_____ 3. The principal presents the problem to the student council and the council members pick up the trash around the school and in the neighborhood. (3)

_____ 4. The principal posts "No Dumping" signs all around the school. (2)

_____ 5. The principal says and does nothing because the littering cannot be stopped. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:The Four Plus Four

Henry F. Holt

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

The community where the high school is located is totally rural with no incorporated town in the school district. Many of the families in the area are middle class white collar workers employed in nearby industries or near the military base. Two towns and a city of 287, 000 are within ten miles of the school district. Because of the military base, there are many military families that send students to the high school.

The high school has approximately 1,000 students. Seventy percent are White, twenty-seven per cent African American, two percent Hispanic, and one percent Asian The high school is considering instituting block scheduling (The 4+4 plan) for the following school term. A 4+4 schedule is divided into four blocks of four ninety-minute periods. The students take four classes each semester for a total of eight classes per year, 32 credits in four years. It is also known as the concentrated semester.

At the present time, the school is operating on a six-period day with year-long classes of sixty minutes. The transition will usher in many changes including the proposed four-period day with semester-long ninety minute classes. The superintendent has asked you to structure a plan for informing the students and parents about the plan and to submit it to the superintendent's office for his information. The principal receives the following memo from the superintendent:

MEMORANDUM

TO: The Principal

FROM: The Superintendent

RE: Proposed Change to a 4+4 Concept

It is extremely important that students. faculty, and citizens in the community know as much as possible about the 4+4 concept. You have collected 4+4 material for two years, visited various sites using the concept, held two workshops with your teachers, and prepared them very well for the transition. When you spoke to the school board on behalf of this matter, I was especially pleased that your proposal to the board addressed the concerns from your special needs population. I have no doubt that you have the sufficient knowledge base to implement this change in your school.

Therefore, it is my request that you establish a plan for sufficiently informing student and parents about the plan. I want this to be a thorough job of community communication. Leave no stone unturned. Central office printing equipment is at your disposal.

Please present your plan to me by Friday of this week for my approval.

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of <u>The Four Plus Four</u> Scenario

School Communications Competency: The administrator learns about the school community through planned study.

_____ 1. The principal should send articles to the local newspapers about the 4+4 program. Student forums, teacher forums, and community forums should be organized to discuss the 4+4 schedule. The principal should make presentations about the new schedule to the local civic clubs. And, research from the State Department of Education should be synthesized and presented in all of these activities. (5)

_____ 2. Student forums, teacher forums, and community forums should be organized to discuss the 4+4 schedule. (4)

_____ 3. The principal should make presentations about the new schedule to the local civic clubs. (3)

_____ 4. The principal should send articles to the local newspapers about the 4+4 program. (2)

_____ 5. The principal should gather research from the State Department of Education should be synthesized about the 4+4 schedule. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:The Change

Shirley P. Martin

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

At the February 12th school board meeting, the board decided to rezone the students for two elementary schools. You are the principal of one of the two schools. The plan for your school is to add the students from a low income housing project to your school. The PTA president of your school attended the school board meeting, and requested to address the school board immediately. The school board heard from the PTA president who openly criticized the change and the impact that the transferred students would have on the high standards of the school. Also, a parent from the low income housing project stood up at the board meeting and angrily responded to the PTA president. Parent from your school and from the low income housing project were angry. Television and newspaper reporters who attended the meeting focused on the parent conflicts and highlighted them on television and in the newspapers the next day. Teachers from your school who were interviewed indicated they too were concerned about the impact of students from low income projects would have on the school, the test scores, and the quality of education at the school.

You were away from the school at a conference. When you return you learn about the policies, the parents and the teachers' concerns, and the media treatment of the school board meeting. What will you do?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of <u>The Change</u> Scenario

School Communications Competency:The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

If the respondent chooses more that one solution for this scenario, full credit of 5 points should be given if the first option is among the choices. If it is not, then credit should be given only for the option with the highest point value.

_____ 1. The principal should with the parents from the school and the parents from the housing project to present the reasons for the boundary change and present a plan for the orderly transfer of the students. (5)

_____ 2. The principal should with the parents from the school and the parents from the housing project to present the reasons for the boundary change and present a plan for the orderly transfer of the students. (4)

_____ 3. The principal meet with parents in the school, explain the reasons for the boundary change, and present a plan for an orderly transfer of students into the school. (3)

_____ 4. The principal should talk to the PTA president and the parents from the housing project about the boundary change. (2)

_____ 5. The principal should ignore the controversy over the boundary change and report the incident to the superintendent's office. (1)

Assessment Process
South Carolina State University
Department of Educational Administration

Scenario:Time Out

Charlotte B. Raiford

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

Mrs. Smith, a well-trained special education teacher of eighteen years, provided patience, empathy and a structured and meaningful "mainstreamed" setting. Mainstreaming is the defined educational opportunity where challenged students are taught within the regular high school classroom setting. Her mobile classroom is located in the rear of the main school building of the high school. It is located adjacent to three other similar portable classrooms that house regular high school classes.

On one particularly warm Spring day, Mrs. Smith opened the windows and the doors of her mobile classroom. During the regular time for instruction, she encountered a personal need that required that she leave three students, two males and one female in the classroom unsupervised. Mrs. Smith rushed to the restroom that was in the main school building. The total time for the hurried restroom stop was between three to four minutes. When she returned to the mobile classroom, the female told her that one of the boys raped her. The other boy who had a sleeping disorder was quietly sleeping without any distractions. When the rape was reported, Mrs. Smith reported it to the principal immediately.

What steps should the principal take in this instance?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of Time Out Scenario

Competency: The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

If the respondent chooses more that one solution for this scenario, full credit of 5 points should be given if the first option is among the choices. If it is not, then credit should be given only for the option with the highest point value.

_____ 1. The principal should inform the girls and the two boys that the charge of rape is a felony. The girl should interviewed to determine the validity of the charge by a female counselor and a nurse. Parents of the girl and the boys should be notified of the incident and should come to the school for a conference with the principal. The juvenile authorities should determine if the charge of rape will be levied against the boys. (5)

_____ 2. The principal should call the superintendent, the juvenile authorities, the social services department, the girl's and the boys' parents to report the alleged rape to all superordinates. (4)

_____ 3. The principal should have the teacher send both the girl and the boys to the office. The girl should interviewed by the female counselor and the nurse. the students to the office immediately. In the presence of the juvenile authorities, the principal should interview the girl and the boys individually to determine the validity of the charge. (3)

_____ 4. The principal should call the girl's parents. When the parents arrive at school, they should meet with both the teacher and the principal. (2)

_____ 5. The principal should have the teacher send the girl and the two boys to the office. The principal should interview the students individually to determine what occurred in the mobile classroom. (1)

1995 Management Institute
South Carolina State University
Department of Educational Administration

Scenario:AIDS Scare

Diana Koenig Vickers

Instructions: Each assessee is given a scenario with writing materials. The assessee is then given fifteen minutes to read and to write the best solution for the scenario. After the time has elapsed, the next scenario is given to the assessee.

A group of parents have come to you to learn if the rumor is true that a child at the school has Auto-Immune Deficiency Syndrome (AIDS), the disease destroying the immune system that has no cure. They are scared. They fear that may contract AIDS if it is in the school. The parents appear to be uninformed about AIDS and its transmission.

As a fifth year principal of the 932 student primary school, you have instituted faculty training in blood-borne pathogens, handling blood and other bodily fluids, and crisis management. Blood-borne pathogen training is updated annually. Every classroom has supplies for handling biological wastes in kits purchased by the Parent Teachers Association.

There is a child with AIDS-Related Syndrome (ARC) in the school's profoundly handicapped class. The self-contained classroom has twelve students from ages three to eight years of age. The child with ARC is six years old and is known to bite. The child has been in the class for three years when a routine physical examination revealed that the child developed ARC.

How will the principal handle this situation?

South Carolina State University
Department of Educational Administration

Assessee Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of AIDS Scare Scenario

School Communications Competency: The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

_____ 1. The principal should contact the PTA President about the need to develop a series of community forums on the current issues about AIDS. Community persons, public health personnel, medical personnel, and social service personnel should be involved. (5)

_____ 2. The principal should contact the upset parents personally, recognize their concerns, and set a time for another meeting. The meeting should be with the principal, a guidance counselor, and a public health worker. (4)

_____ 3. The principal should contact inform the teachers about the parents' visit. The teachers should respond to a survey to determine their knowledge and fears about AIDS. (3)

_____ 4. The principal should talk with the parents to ask about the need for counseling and training to manage their child's health and care. (2)

_____ 5. The principal calls the superintendent and informs him of the visit from the upset parents. Then the principal does nothing. (1)

Case Study Process
South Carolina State University
Department of Educational Administration

Case Study:Comprehensive Health Education

Walter L. Vickers

Instructions: Following are two case studies designed for the competency-based assessment process. The case studies are problems with an extensive descriptions of the problem setting. The assessee reads the case study, then writes a solution for the problem. Solutions are in essay form. A case study requires more time than a scenario to solve the problem. An interview of the respondent by assessors to focus on more information about the solution may be added to the case study process.

The superintendent, John Williams, told Bo Miers, the principal at Riverside High School, into his office for a private conference. Dr. Williams said,

> **"Bo, you're going to have to put that new Reproductive Health course, the Comprehensive Health Education Curriculum, into place at your school. I don't care how you do it. Just keep the state and the town-folks off my back."**

Mr. Miers replied,

> **"Dr. Williams, this new curriculum has some pretty hot stuff in it! It uses some fairly explicit videotapes and models of you-know-what. We'll have to be very careful in teaching this course. I think that I'll have my teachers keep it low-key. We don't need to bring the community into this. The less they know about this, the better off we will be."**

Bo Miers returned to his school and gathered the health education teachers in the library. He said:

> **"Folks, we are going to have to teach this course whether we like it or not. So, do your best. If you have any problems with a unit, keep it low key. You don't have to use everything if you know what I mean. But, I don't want to hear anything about this from the kids or the community."**

Margaret Wilson, a twelve-year teacher replied,

> **" Mr. Miers, we're just getting used to the old reproductive health curriculum. I know it has problems, but it isn't like this new program! I get embarrassed**

watching an R-rated video, and I am supposed to teach this?"

Mr. Miers answered Mrs. Wilson questions.

"Margaret, just follow my directions and teach this stuff - but don't allow any problems to come up!"

Margaret Wilson then replied that the community was fairly conservative about what it wanted its young children to come into contact with. It has a large number of conservative churches with ministers whose duties are to watch for any smut or anything that corrupts their youth. Mr. Miers replied that this wasn't smut. The teachers were to teach the course and keep it quiet.

The teachers followed directions and began to teach the course. But, when the girls were taught about using condoms with a model of an erect male organ, the community exploded!

Community members came to see Mr. Miers demanding that the old curriculum replace the new curriculum. He told the community members that this was not possible, and they went to the Board of Education to demand the return of the former health education curriculum. Simultaneously, a letter appeared in the local newspaper. After the members of the community addressed the school board. The banker, Mr. Deeples, a member of the school board responded to Mr. Miers,

"Mr. Miers, you have made a bad mistake this time! The board told Superintendent Williams to keep the new curriculum out of the newspapers. But, now you have gone and done it! Everyone coming to my bank is raising cane about this. Sir, I am putting this issue on your shoulders. Look at this letter to the editor in the newspaper."

What will Mr. Miers do to solve the problems that Mr. Deeples identified?

Local Newspaper Letters to the Editor

Dear Editor,

I'm concerned about what's happening at Riverside High School. My daughter came home Wednesday and showed me her textbook on the Comprehensive Health course. I've never seen such filth in my life! The things they talk about in there would make you blush! And, they use these videos and sex toys they call "models" to teach my kid how to have sex! I demand that this stop now!

South Carolina State University
Department of Educational Administration

Case Study Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of Comprehensive Health Education Case Study

School Communications Competency: The administrator communicates the feelings and needs of the school constituencies to the professional staff at the school and district levels.

_____ 1. The principal should inform the professional staff and the community about the new curriculum through meetings, forums, the newsletter, teachers' notes, newspapers, and key communicators. (5)

2. The principal should communicate with the professional staff about the new curriculum through teachers' meetings, staff memos, and published research. (5)

_____ 3. The principal should with the professional staff about the curriculum in a long memo. (3)

_____ 4. The principal should send a written memo to the parents to notify them of the implementation of the new Comprehensive Health Education Curriculum. (2)

_____ 5. The principal followed the instructions of the superintendent and should do nothing more about the Comprehensive Health Education Curriculum. (1)

Case Study Process
South Carolina State University
Department of Educational Administration

Case Study:Teacher Misinformation

Charleen Townsend

Instructions: Following is one of two case studies designed for the competency-based process. The case study is a problem with extensive description of the problem setting. The assessee reads the case study then writes a solution for the problem. Solutions are in essay form. A case study requires more time than a scenario to solve the problem. An interview to focus on more information about the solution may be added to the case study process.

The school community where this incident takes place is a melting pot of ethnic groups and cultures. It has a magnet school offering the most desired, specialized curriculum. The community voted positively for a major school renovation project for the coming school year. Parents, business partners, community, and students support this school.

Principal, Mr. P is committed to Total Quality Management and Site-Based Management in the school. This is Mr. P first position as principal. He was assistant principal in other schools for a number of years. Mr. P is just getting acquainted with the informal groups in the school. He is very decisive and knows the teachers well.

Social Studies teacher, Mrs. SS is a veteran teacher of fourteen years and does not appear to be marginal. She is punctual and frequently volunteers her services for the school. Many of the students prefer her teaching style that they call "down to earth." She often personalizes her lesson for greater meaning and understanding. The school year has been a trying one for Mrs. SS. She recently completed her M.A. degree in Library Science. And, her mother recently died.

Student, Tom is a well-informed and most young person. He has been fortunate to have travelled extensively with his parents. Tom's career goal is to become a paleontologist, and he has a unique interest in the social sciences. His teachers consider Tom to be an asset to the classes because he is well-informed and cooperative.

Parents, Mr. and Mrs. M and D are very active in the PTA at school. Mr. and Mrs. M and D sponsored a breakfast and a dinner for the teachers every year. They started their family later in life and Tom is their only child. They own their own business and it has been very successful. They have a great deal of free time, and they take an active interest in Tom's schooling.

Secretary, Mrs. G has been the secretary in this school for several years before Principal Mr. P arrived. She has been involved in several instances where teachers and students have been ostracized and embarrassed. Mrs. G is an extremely effective secretary, but has interfered with matters in the school without justification. She is good-natured and loved by all the teachers inspite of her meddlesome characteristics.

In a seventh grade social studies class in a small, growing city, the social studies teacher, Mrs. SS, instructed the students that Mexico was part of South America. A bright, well-informed student, Tom, with a unique interest in social studies told Mrs. SS in a respectful way that Mexico wasn't part of South America, but was,instead, part of the continent of North America and is considered to be Central America. Mrs. SS thanked the student for his careful observation, she commended the student for his careful observation, and she informed the class that she had made a serious error and apologized. Mrs. SS then corrected her statement by telling the students that Mexico is located on the continent of North America and designating it as part of Central America.

After the student returned to his home, he informed the parents about the incident at school. The parents were pleased with the teacher's correction and the ways that the teacher recognized their son Tom's interests.

The following day the student's parents arrived unexpectedly at school intended to compliment the teacher on her abilities in correcting the error in the Social Studies class. The school's secretary, Mrs. G, overheard only part of the reason that the boy's parents wanted to see the teacher. In the evening after school, Mrs. G disclosed to another teacher over the telephone that she overheard the parents talking about how the Mrs. SS had erred in the Social Studies class. She said the parents, Mr. and Mrs. M and D, had come to school to complain about the Social Studies teacher. Gossip about the Mrs. SS's incompetence was soon spread among the teachers and into the school community.

What is the best way for the principal to solve this problem?

South Carolina State University
Department of Educational Administration

Case Study Evaluation

Assessee's Name_____ Student No._____

Date_____ Assessor _____

Assessor's Evaluation of Teacher Misinformation Case Study

School Communications Competency: The administrator explains school and school district instructional policies and procedures and reports instructional problems and achievements to the school community.

If the respondent chooses more that one solution for this scenario, full credit of 5 points should be given if the first option is among the choices. If it is not, then credit should be given only for the option with the highest point value.

_____ 1. The principal, Mr. P, should schedule a faculty staff meeting, discuss the incident , and disclose the false rumor to the staff. (5)

_____ 2. The principal, Mr. P, should discuss the incident with the secretary, Mrs. G., the teacher, Mrs. SS, and the other advisory and site-based management teams in the school. He should ask for assistance in solving the problem. (4)

_____ 3. The principal, Mr. P, should meet with the teacher, Mrs. SS, explain the situation, and ask the teacher for a solution to the damage caused by the rumor. (3)

_____ 4. The principal, Mr. P, should reprimand the secretary, Mrs. G, and ask for a public apology. (2)

_____ 5. The principal, Mr. P, should discuss the rumors and complaints about Mrs. SS classroom at the parent organization meeting of the Eastside Elementary School. (1)